

# **OSDH – EMS EMERGENCY MEDICAL RESPONDER**

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## **Recommended Training Hours for National Education Standard**

**OSDH  
2011**

**Approved: Oklahoma Training and Licensure SubCommittee November 17<sup>th</sup>, 2011**

**Approved: Oklahoma Emergency Response Systems Development Advisory Council --- November 17<sup>th</sup>, 2011**

## INTRODUCTION:

Oklahoma is committed to the implementation of the EMS Education Agenda for the Future:

## HISTORY:

The *EMS Education for the Future: A Systems Approach* establishes a system of EMS education that more closely parallels that of other health care professions. As part of this systems approach, the *National EMS Scope of Practice Model* calls for the reconfiguration of EMS provider levels in the United States. Oklahoma has opted to follow the *Scope of Practice Model*, as published by the National Highway Traffic Safety Administration's (NHTSA) Office of Emergency Medical Services. Therefore we have adopted the *National EMS Education Standards* which have been published by NHTSA in conjunction with the above. You may download the *Standard* and accompanying *Instructor Guidelines* at <ems.gov>.

**Name Change:** [Oklahoma has already changed this in our Rules]

Current Level	New Level
First Responder [FR]	Emergency Medical Responder [EMR]

## CURRENT CHANGES TO National Registry TESTING

Levels	When do updated exams start?	Last date course based on NSC could finish	Last NREMT exam given
FR		September 30, 2011 (90 days ahead of last exam)	December 31, 2011
EMR	January 1, 2012		

The EMR training modalities have already changed as of September 30<sup>th</sup> of this year. You can 'download' the National Education Standard and the accompanying "Emergency Medical Responder Instructional Guidelines" [IGs] from the National Highway Traffic Safety Administration web site <http://ems.gov/education/nationalstandardandncs.html>

It will be a requirement that you have a copy of the "Instructor Guidelines" for this level of training! You as an Instructor will use this for entry level classes [EMR] and the "Transition Courses" when they are available later.

If you have any questions, please feel free to contact us at (405)271- 4027 or by email at <[roberti@health.ok.gov](mailto:roberti@health.ok.gov)>

## EMERGENCY MEDICAL RESPONDER STANDARDS:

### Emergency Medical Responder

The primary focus of the Emergency Medical Responder is to initiate immediate lifesaving care to critical patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide lifesaving interventions while awaiting additional EMS response and to assist higher level personnel at the scene and during transport. Emergency Medical Responders function as part of a comprehensive EMS response, **under medical oversight**. Emergency Medical Responders perform basic interventions with minimal equipment.

#### Preparatory

Uses simple knowledge of the EMS system, safety/well-being of the EMR, medical/legal issues at the scene of an emergency while awaiting a higher level of care.

##### *EMS Systems:*

Simple depth, simple breadth

- EMS systems
- Roles/ responsibilities/professionalism of EMS personnel
- Quality improvement

##### *Research*

Simple depth, simple breadth

- Impact of research on EMR care
- Data collection

##### *Workforce Safety and Wellness*

Simple depth, simple breadth

- Standard safety precautions
- Personal protective equipment
- Stress management
  - Dealing with death and dying
- Prevention of response-related injuries
- Lifting and moving patients

##### *Documentation*

Simple depth, simple breadth

- Recording patient findings

##### *EMS System Communication*

Simple depth, simple breadth

Communication needed to

- Call for Resources
- Transfer care of the patient
- Interact within the team structure

##### *Therapeutic Communication*

Simple depth, simple breadth

Principles of communicating with patients in a manner that achieves a positive relationship

- Interviewing techniques

##### *Medical/Legal and Ethics*

Simple depth, simple breadth

- Consent/refusal of care
- Confidentiality
- Advanced directives

- Tort and criminal actions
- Evidence preservation
- Statutory responsibilities
- Mandatory reporting
- Ethical principles/moral obligations
- End-of-life issues

### **Anatomy and Physiology**

Uses simple knowledge of the anatomy and function of the upper airway, heart, vessels, blood, lungs, skin, muscles, and bones as the foundation of emergency care.

### **Medical Terminology**

Uses simple medical and anatomical terms.

### **Pathophysiology**

Uses simple knowledge of shock and respiratory compromise to respond to life threats.

### **Life Span Development**

Uses simple knowledge of age related differences to assess and care for patients.

### **Public Health**

Have an awareness of local public health resources and the role EMS personnel play in public health emergencies

### **Pharmacology**

Uses simple knowledge of the medications that the EMR may self-administer or administer to a peer in an emergency.

#### *Principles of Pharmacology*

No knowledge related to this competency is applicable at this level.

#### *Medication Administration*

Simple depth, simple breadth

Within the scope of practice of the EMR, how to

- Self-administer medication
- Peer-administer medication

#### *Emergency Medications*

Simple depth, simple breadth

Within the scope of practice of the EMR

- Names
- Effects
- Indications
- Routes of administration
- Dosages for the medications administered

## **Airway Management, Respiration and Artificial Ventilation**

Applies knowledge (fundamental depth, foundational breadth) of general anatomy and physiology to assure a patent airway, adequate mechanical ventilation, and respiration while awaiting additional EMS response for patients of all ages.

### *Airway Management*

Fundamental depth, simple breadth  
Within the scope of practice of the EMR  
    Airway anatomy  
    Airway assessment  
    Techniques of assuring a patent airway

### *Respiration*

Fundamental depth, simple breadth  
    Anatomy of the respiratory system  
    Physiology and pathophysiology of respiration  
        Pulmonary ventilation  
        Oxygenation  
        Respiration  
            External  
            Internal  
            Cellular  
    Assessment and management of adequate and inadequate respiration  
    Supplemental oxygen therapy

### *Artificial Ventilation*

Fundamental depth, simple breadth  
    Assessment and management of adequate and inadequate ventilation  
        Artificial ventilation  
        Minute ventilation  
        Alveolar ventilation  
    Effect of artificial ventilation on cardiac output

## **Assessment**

Use scene information and simple patient assessment findings to identify and manage immediate life threats and injuries within the scope of practice of the EMR

### *Scene Size-UP*

Complex depth, comprehensive breadth  
    Scene Safety  
Scene management  
Fundamental depth, foundational breadth  
    Impact of the environment on patient care  
    Addressing hazards  
    Violence  
    Need for additional or specialized resources  
    Standard precautions

### *Primary Assessment*

Simple depth, simple breadth

- Primary assessment for all patient situations
  - Level of consciousness
  - ABC's
  - Identifying life threats
  - Assessment of vital functions
- Begin interventions needed to preserve life

### *History Taking*

Simple depth, simple breadth Determining the chief complaint Mechanism of injury/nature of illness Associated signs and symptoms

### *Secondary Assessment*

Simple depth, simple breadth  
Performing a rapid full body scan  
Focused assessment of pain  
Assessment of vital signs

### *Monitoring Devices*

No knowledge related to this competency is applicable at this level

### *Reassessment*

Simple depth, simple breadth  
How and when to reassess patients

## **Medicine**

Recognizes and manages life threats based on assessment findings of a patient with a medical emergency while awaiting additional emergency response

### *Medical Overview*

Simple depth, simple breadth  
Assessment and management of a Medical complaint

### *Neurology*

Simple depth, simple breadth  
Anatomy, presentations, and management of  
Decreased level of responsiveness  
Seizure  
Stroke

### *Abdominal and Gastrointestinal Disorders*

Simple depth, simple breadth  
Anatomy, presentations and management of shock associated with abdominal emergencies  
Gastrointestinal bleeding

### *Immunology*

Simple depth, simple breadth  
Recognition and management of shock and difficulty breathing related to  
Anaphylactic reactions

### *Infectious Diseases*

Simple depth, simple breadth  
Awareness of  
A patient who may have an infectious disease  
How to decontaminate equipment after treating a patient

### *Endocrine Disorders*

Simple depth, simple breadth  
Awareness that  
Diabetic emergencies cause altered mental status

*Psychiatric*

Simple depth, simple breadth

- Recognition of Behaviors that pose a risk to the EMR, patient or others

*Cardiovascular*

Simple depth, simple breadth

- Anatomy, signs, symptoms and management of
  - Chest pain
  - Cardiac arrest

*Toxicology*

Simple depth, simple breadth

- Recognition and management of
  - Carbon monoxide poisoning
  - Nerve agent poisoning
- How and when to contact a poison control center

*Respiratory*

Simple depth, simple breadth

- Anatomy, signs, symptoms and management of respiratory emergencies including those that affect the
  - Upper airway
  - Lower airway

*Hematology*

No knowledge related to this competency is applicable at this level

*Genitourinary/Renal*

Simple depth, simple breadth

- Blood pressure assessment in hemodialysis patients

*Gynecology*

Simple depth, simple breadth

- Recognition and management of shock associated with
  - Vaginal bleeding

*Non-Traumatic Musculoskeletal Disorders*

No knowledge related to this competency is applicable at this level

*Diseases of the Eyes, Ears, Nose, and Throat*

Simple depth, simple breadth

- Recognition and management of
  - Nose bleed

**Shock and Resuscitation**

Uses assessment information to recognize shock, respiratory failure or arrest, and cardiac arrest based on assessment findings and manages the emergency while awaiting additional emergency response.

**Trauma**

Uses simple knowledge to recognize and manage life threats based on assessment findings for an acutely injured patient while awaiting additional emergency medical response.

*Trauma Overview*

No knowledge related to this competency is applicable at this level

*Chest Trauma*

Simple depth, simple breadth

- Recognition and management of
  - Blunt versus penetrating mechanisms
  - Open chest wound
  - Impaled object

*Abdominal and Genitourinary Trauma*

Simple depth, simple breadth

- Recognition and management of
  - Blunt versus penetrating mechanisms
  - Evisceration
  - Impaled object

*Orthopedic Trauma*

Simple depth, simple breadth

- Recognition and management of
  - Open fractures
  - Closed fractures
  - Dislocations
  - Amputations

*Soft Tissue Trauma*

Simple depth, simple breadth

- Recognition and management of
  - Wounds
  - Burns
    - Electrical
    - Chemical
    - Thermal
  - Chemicals in the eye and on the skin

*Head, Facial, Neck, and Spine trauma*

Simple depth, simple breadth

- Recognition and management of
  - Life threats
  - Spine trauma

*Nervous System*

No knowledge related to this competency is applicable at this level

*Special Considerations in Trauma*

Simple depth, simple breadth

- Recognition and management of trauma in
  - Pregnant patient
  - Pediatric patient
  - Geriatric patient

*Environmental Emergencies*

Simple depth, simple breadth

- Recognition and management of
  - Submersion incidents
  - Temperature-related illness

### *Multi-System Trauma*

Simple depth, simple breadth

Recognition and management of  
Multi-system trauma

### **Special Patient Populations**

Recognizes and manages life threats based on simple assessment findings for a patient with special needs while awaiting additional emergency response

#### *Obstetrics*

Simple depth, simple breadth

Recognition and management of  
Normal delivery  
Vaginal bleeding in the pregnant patient

#### *Neonatal care*

Simple depth, simple breadth

Newborn care  
Neonatal resuscitation

#### *Pediatrics*

Simple depth, simple breadth

Age-related assessment findings, and age-related assessment and treatment modifications for pediatric specific major diseases and/or emergencies  
Upper airway obstruction  
Lower airway reactive disease  
Respiratory distress/failure/arrest  
Shock  
Seizures  
Sudden Infant Death Syndrome

#### *Geriatrics*

Simple depth, simple breadth

Impact of age-related changes on assessment and care

#### *Patients with Special Challenges*

Simple depth, simple breadth

Recognizing and reporting abuse and neglect

### **EMS Operations**

Knowledge of operational roles and responsibilities to ensure safe patient, public, and personnel safety.

#### *Principles of Safely Operating a Ground Ambulance*

Simple depth, simple breadth

Risks and responsibilities of emergency response

#### *Incident Management*

Simple depth, simple breadth

Establish and work within the incident management system

#### *Multiple Casualty Incidents*

Simple depth, simple breadth

Triage principles  
Resource management

*Air Medical*

Simple depth, simple breadth

Safe air medical operations

Criteria for utilizing air medical response

*Vehicle Extrication*

Simple depth, simple breadth

Safe vehicle extrication

Use of simple hand tools

*Hazardous Materials Awareness*

Simple depth, simple breadth

Risks and responsibilities of operating in a cold zone at a hazardous material or other special incident

*Mass Casualty Incidents due to Terrorism and Disaster*

(This section subject to ongoing collective and cooperative review and input from all stakeholders including the

Department of Transportation, Department of Homeland Security and the Department of Health and Human Services)

Simple depth, simple breadth

Risks and responsibilities of operating on the scene of a natural or man made disaster

## NATIONAL EDUCATIONAL STANDARD

*These hours are recommended hours only. The program and training should be based on successful completion of all EMR competencies (didactic, psychomotor and affective domains)*

EMERGENCY MEDICAL RESPONDER	Classroom Hours	Lab Hours	Total Hours	Comment
<b>Preparatory</b>	<b>10.5</b>	<b>1.5</b>	<b>12</b>	
EMS systems	1.5			
Research	0.5			
Workforce Safety & Wellness	3			Add hand washing
Documentation	0.5			
EMS System Communications	1			
Therapeutic Communication	0.5			
Medical/Legal and Ethics	3.5			
<b>Anatomy and Physiology</b>	<b>2</b>	<b>0</b>	<b>2</b>	
<b>Medical Terminology</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Pathophysiology</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Life Span Development</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Public Health</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Pharmacology</b>	<b>0.5</b>	<b>0.5</b>	<b>1</b>	
Medication Administration	0.25			See Oklahoma's acceptable assist drug for EMT
Emergency Medications	0.25			
<b>Airway Management, Respiration and Artificial Ventilation</b>	<b>7</b>	<b>3</b>	<b>10</b>	
Airway Management	2.5			Includes pediatric airway skills
Respiration	2.5			
Artificial Ventilation	2			
<b>Assessment</b>	<b>10</b>	<b>3</b>	<b>12</b>	
Scene Size-Up	2			
Primary Assessment	2			
History Taking	2			
Secondary Assessment	2			
Reassessment	2			

<b>EMERGENCY MEDICAL RESPONDER</b>	<b>Classroom Hours</b>	<b>Lab Hours</b>	<b>Total Hours</b>	<b>Comment</b>
<b>Medicine</b>	<b>6</b>	<b>1</b>	<b>7</b>	
Medical Overview	0.5			
Neurology	0.5			
Abdominal and Gastrointestinal Disorders	0.25			
Immunology	0.25			
Infectious Diseases	0.5			
Endocrine Disorders	0.25			
Psychiatric	0.5			
Cardiovascular	1			
Toxicology	0.25			
Respiratory	0.5			Review: most done in airway
Genitourinary/Renal	0.15			
Gynecology	1			
Diseases of the Eyes, Ears, Nose and Throat	0.15			
<b>Shock and Resuscitation</b>	<b>6</b>	<b>2</b>	<b>8</b>	Include BLS review
Trauma	0.5			
Bleeding	0.75			
Chest Trauma	0.5			
Abdominal and Genitourinary Trauma	0.5			
Orthopedic Trauma	1			
Soft Tissue Trauma	0.5			
*Head, Facial, Neck and Spine Trauma	1.5			
Special Considerations in Trauma	0.15			
Environmental Emergencies	0.5			
Multi-System Trauma	0.5			
<b>Special Patient Populations</b>	<b>5</b>	<b>1</b>	<b>6</b>	
Obstetrics	1			
Neonatal Care	1			
Pediatrics	1			
Geriatrics	1			
Patients with Special Challenges	1			
<b>Continued on next page</b>				

<b>EMERGENCY MEDICAL RESPONDER</b>	<b>Classroom Hours</b>	<b>Lab Hours</b>	<b>Total Hours</b>	<b>Comment</b>
<b>EMS Operations</b>	<b>1</b>	<b>1</b>	<b>2</b>	
Principles of Safely Operating a Ground Ambulance	0.10			
Incident management				Co or Pre requisite
Multiple Casualty Incidents	0.10			
Air Medical	0.10			
Vehicle Extrication	0.10			
Hazardous Materials Awareness				Co or Pre requisite
Mass Casualty Incidents due to Terrorism and Disaster	0.20			
<b>EMR TOTALS</b>	<b>47</b>	<b>13</b>	<b>60</b>	
<b>With optional immobilization and splinting</b>	<b>3</b>	<b>3</b>	<b>66</b>	

**COMMENT**

**Competencies [See Page 14]**

The focus of laboratory time in this curriculum has shifted from a time based approach to an experience or competency based approach. It is certainly the opinion of this group that this will be a much more effective approach. This will allow each program greater flexibility to achieve the goals based upon their laboratory skills.

Add 6 hours for optional immobilization and splinting skills  
 HAZWOPER; First Responder HazMat Awareness level hours, and  
 ICS courses are not included in the above totals **[these are co or pre-requisites]**

**CLINICALS:**

Training sites may add clinical hours to the total on an optional basis

**SEE STUDENT COMPETENCIES ON THE NEXT SEVERAL PAGES. ALL STUDENTS SHOULD ACCOMPLISH THESE SKILLS WITH 100% ACCURACY TO COMPLETE THIS COURSE!**

## OKLAHOMA EMR COMPETENCIES

<b>**Skill – Airway/Ventilation/Oxygenation</b>	<b>Date</b>	<b>Approved</b>
<b>Airway – Oral</b>		
<b>*Airway – Nasal</b>		
<b>Bag-Valve-Mask (BVM)</b>		
<b>Cricoid pressure (Sellick’s Maneuver – ALS assist only)</b>		
<b>Head tilt – Chin lift</b>		
<b>Jaw-Thrust</b>		
<b>Jaw-Thrust Modified (trauma)</b>		
<b>Mouth-to-Barrier</b>		
<b>Mouth-to-Mask (with one-way valve)</b>		
<b>Obstruction/FBAO – Manual</b>		
<b>*Oxygen tank use/Safety/Administration</b>		
<b>Oxygen Therapy – Nasal Cannula</b>		
<b>Oxygen Therapy – Non-Rebreather Mask</b>		
<b>Suctioning – Upper Airway</b> Rigid Tip Flexible Tip		
<b>*Pulse Oximetry</b>		

<b>**Skill - Cardiovascular/Circulation</b>	<b>Date</b>	<b>Approved</b>
Cardiopulmonary Resuscitation (CPR)		
Defibrillation - Automated/Semi-automated		
Hemorrhage Control - Direct pressure		
Hemorrhage Control - Tourniquet		
*Bandaging		
*Shock Treatment		
*Trauma Patient Assessment		
<b>**Skill - Immobilization</b>	<b>Date</b>	<b>Approved</b>
*Spinal Immobilization - Cervical Collar (optional see NOTE:)		
*Spinal Immobilization - Long Board (optional see NOTE:)		
Spinal Immobilization - Manual		
*Spinal Immobilization - Seated Patient (KED, etc.) (optional see NOTE:)		
*Spinal Immobilization - Rapid manual Extrication (optional see NOTE:)		
Extremity stabilization - Manual		
*Extremity splinting (optional see NOTE:)		
Emergency moves for endangered patients		
*Cervical Immobilization Device (CID) (optional see NOTE:)		
<i>NOTE: Optional skills are to be added if the Spinal Immobilization and Splinting lessons are added to this course</i>		

<b>**Skill - Medication Administration/Routes</b>	<b>Date</b>	<b>Approved</b>
<b>Assisting a Patient with His/Her Own Prescribed Medications (Aerosolized/Nebulized) (per protocols)</b>		
<b>*Oral (Aspirin) (optional per protocol)</b>		
<b>Auto-Injector (self or peer care)</b>		
<b>Auto-Injector Patient's own Prescribed Meds (per protocol)</b>		
<b>**Skill - Miscellaneous</b>	<b>Date</b>	<b>Approved</b>
<b>Assisted delivery (normal childbirth)</b>		
<b>*Blood glucose monitoring (per protocol)</b>		
<b>*Blood glucose automated (per protocol)</b>		
<b>Blood pressure - Manual</b>		
<b>Eye Irrigation</b>		
<b>*Hand Washing</b>		
<b>*Patient Assessment Primary Assessment Secondary Assessment</b>		
<b>*SAMPLE history</b>		
<b>*Vital Signs</b>		
<b>*Landing Zone (optional)</b>		
<b>*Medical Assessment</b>		
<b>*Lifting and Moving (optional) Urgent Non urgent</b>		
<b>*Personal Protective Equipment/Body Substance Isolation Use</b>		
<b>*Cincinnati Pre-hospital Stroke assessment</b>		

<b>Please let OSDH-EMS know of any omissions or corrections needed for this document. We want to review its accuracy and needed changes .....</b>		
<b>NOTES:</b>		
<b>COMMENTS [affective domain]</b>		

**\*\*These SKILLS should include adult, child and pediatrics**

**\*These SKILLS are items added by the new National Educational Standard**

**NOTE: Spinal Immobilization and Splinting skills are optional (add 6 hours to total)**